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ABSTRACT

This report outlines the current status of the social studies field in three parts: (1) the intellectual history of the social studies, the dominant conceptual approaches in the past, and a new way of looking at the field; (2) the goals and objectives of the social studies, state requirements and mandates, practices of social studies education (textbooks, teaching techniques and strategies, teachers, and supplemental materials); and (3) recommendations of some experts, the state of political knowledge and attitudes of youth, the perceptions of social studies teachers, and the discrepancies between social studies goals and practice. Each of the three sections contains a separate bibliography. The report concludes with recommendations to the Agency for Instructional Television regarding the nature, content, and scope of needed film/video materials in secondary social studies. (Author/LMM)

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This report was written by Dr. Lynn Fontana; the data reported herein were collected, developed, and analyzed by Dr. Fontana with the assistance of the AIT staff.

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Research Report 78

Perspectives on the Social Studies:
Report for the Agency for
Instructional Television

September 1980

Agency for Instructional
Television
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OVERVIEW

Intellectual History

The social studies is closely linked with citizenship education and has its origins in the assumption that educated citizens are vital to the continued existence of a democratic society.

The history of the social studies is marked by different approaches to citizenship education.

- Historical/Political Knowledge
- Student Centered
- Reflective Inquiry
- Structure of the Disciplines
- Socio-Political Involvement
- Issue and Values Analysis

The future demands that the social studies prepare students in the skills salient to each approach.

The Social Studies Curriculum

The scope and sequence of the secondary social studies curriculum has not changed substantially since 1916.

Grade 7	World geography or history
8	American history
9	Civics or world cultures
10	World history
11	American history
12	American government

American history is taught more often than any other secondary social studies course. It is most likely to be offered at grades 8 and 11.

The Social Studies Teacher

The social studies teacher is likely to be a male with a masters degree who has been teaching for 13.5 years.

Social studies teachers are most likely to be academically prepared in history.

Social studies teachers rank attitude development as the most important instructional objective, followed by knowledge and skills.

Purposes of the Social Studies

Social studies teachers are most likely to agree that the purpose of the social studies is to:

- Teach students to think critically and constructively about society
- Teach students to cope with their daily lives

Trends in the Social Studies

Social studies teachers are most likely to favor trends toward:

- Courses that emphasize skill development
- Courses that integrate knowledge from many areas of the humanities, social sciences and natural sciences.

Needs for New Materials

Social studies teachers identified a need for:

- Materials which relate social studies directly to the lives of students

- Materials which develop students' intellectual skills

Use of Film and TV/Video

Non print materials are used during 30% of class time.

Films are used much more frequently in social studies instruction than TV/Video.

TV/Video is used more often by teachers in grades 10-12 than by teachers in grades 7-9.

TV/Video is used most often by teachers with the most number of years teaching.

Available Film and Video in Social Studies

Only 86 of the 489 film/video series available in social studies have been released since 1975.

Of the 86 releases since 1975, only 8 are designed specifically for use in grades 7-9.

Of the 86 releases since 1975, 24 were focused on World history/culture topics, and 20 were aimed at American history. None of the 20 American history were designed for grades 7-9.

Recommendations

The development of new films and TV/Video in secondary social studies should be:

- Focused on grades 7-9
- Aimed at courses in American history, government or geography.
- Designed to treat topics in depth giving special emphasis to the affective dimensions

- Take into consideration the present scope and sequence, but aim to integrate knowledge from many different fields
- Helpful to teachers trying to build their own skills and knowledge in academic areas
- Able to relate the social studies more directly to the lines of students
- Aimed at the development of students intellectual and affective skills.

PERSPECTIVES ON THE SOCIAL STUDIES: REPORT FOR THE AGENCY FOR INSTRUCTIONAL TELEVISION

Traditionally social studies has been the area of school curriculum charged specifically with the task of developing effective citizens. During times of crisis, due to external threat or internal turmoil, there is renewed attention to the quality of citizenship. Present social, political, and economic uncertainties have led to a growing sense of crisis, a renewed concern for citizenship, and hence to a greater interest in the social studies.

The public has raised questions about the quality of social studies instruction, and educators ponder how it might be improved. The purpose of this report is to synthesize what is known about the present state of secondary social studies education so that areas in need of improvement are more readily identifiable. This report draws heavily on the National Science Foundation Studies (NSF), Project Social Studies/ Social Science Foundation: Priorities, Practices and Needs (SPAN), and the National Assessment and Social Studies Education. In addition, the Agency for Instructional Television (AIT) conducted its own national

survey of secondary social studies practices (Fontana, September 1980).

The status of the social studies is examined in three sections: the intellectual history of the social studies; objectives and classroom practices; and conclusions and recommendations. Section One outlines the intellectual history of the social studies, the dominant conceptual approaches in the past, and suggests another new way of looking at the field. Section Two begins with a discussion of the goals and objectives of the social studies and the state requirements and mandates. The remainder of Section Two describes the practices of social studies education including textbooks, the impact of the new social studies, teaching techniques and strategies, social studies teachers, and supplemental materials. Finally, Section Three reviews the recommendations of some experts, considers the state of political knowledge and attitudes of youth, reports the perceptions of social studies teachers, and examines the discrepancies between social studies goals and practice. Section Three concludes with recommendations to AIT regarding the nature, content, and scope of needed film/video materials in secondary social studies.

The secondary school focus of this study is not a result of a lack of interest in elementary social studies. On the contrary, catalogues of film/video distributors, including AIT's, are filled with a wide variety of elementary social studies materials. There appears to be an ample supply of film/video in social studies aimed at the elementary school audience. However, the same cannot be said at the secondary level. AIT is interested in exploring what, if anything, is desirable or attainable for the secondary level.

Section One

Intellectual History

The history and nature of the social studies are so intertwined with the history and nature of our society and the purpose of schools that it is not clear where one stops and the other begins. This section of the report will attempt to place the social studies in a historical context and give a very brief introduction to the intellectual diversity in the field.

Schools and Society

Since the days of Thomas Jefferson there have been two important philosophical assumptions in American education. The first assumption is that *a democratic society requires an educated, informed electorate capable of making reasoned decisions*, and the second is that the *preservation of the society rests on the absolute commitment of members to its continuation*. As a result of these assumptions education has been viewed, over the past 200 years, as the most important component in the functioning, continuation, and preservation of the American democratic society.

Until the late 19th century education toward these democratic social and political goals was carried out primarily by the family. As technology and specialization increased and the wealth of knowledge grew, the structure of the society changed, and schools assumed the role of major educational institution. The speed and extent of social, political, and economic changes in the late 19th and early 20th centuries also contributed to the development of additional expectations for American schools. The "progressive" reform movement charged schools with responsibilities for: (1) the fullest development of individual potential and (2) the stimulation of social reform.

To some extent American schools have served at least four purposes: (1) to further the interest of individuals, (2) to advance the interests of the society, (3) to promote social stability, and (4) to stimulate social reform. However, schools cannot simultaneously pursue each of these goals with equal vigor. The goals emphasized by schools are determined by the priorities of the society. At times schools function primarily as socialization agents, teaching respect for democratic principles or conducting the assimilation of immigrant children. At other times schools serve as agents of social reform, promoting new standards of social justice. Schools socialize by instilling values such as patriotism and national loyalty, while they stimulate change by teaching social criticism and the importance of individual human rights. The purposes of the schools vary with changing social, political, and economic demands.

The Origins of the Social Studies

As the number of schools increased and the demands on these institutions multiplied, conflicts arose regarding the curriculum. In history and the social sciences there was considerable debate among intellectual leaders over what content was appropriate for secondary students. Partially as a response to this debate and to the growing demands being placed on schools, the National Education Association Committee on the Social Studies in 1916 sought to define the role of the social studies within the framework of the schools.

The 1916 committee identified education for citizenship as the major purpose of schools. The committee noted that citizenship in a democratic society requires certain attitudes and skills. The continuation and preservation of the society rest in the ability of the citizenry to make rational decisions and to act upon them. Rational decision

making requires the practice of skills in information gathering, analysis, and examination of alternatives. The 1916 committee claimed that in practicing these skills citizens would develop positive attitudes toward the democratic process and come to accept the American core values as their own. Students are best prepared for citizenship by engaging in decision making about issues, problems, and dilemmas they encounter in their everyday lives. The social studies was identified by the 1916 committee as the area of the curriculum best suited to focus directly on these skills and on attitude development.

The recommendations of the 1916 committee were a radical departure from the content-subject matter approach that had been common in schools. The notion of "faculty psychology" had dominated thinking about curriculum and instruction. There had been widespread acceptance of the idea that the mind was a muscle that needed to be exercised. The more difficult or removed from reality or experience a subject, the more exercise the mind would receive. Historians made convincing arguments that history was an essential part of the curriculum because it would provide needed mental exercise. The 1916 report called for a new conceptualization of secondary education.

The immediate impact of the 1916 committee's report is difficult to estimate; obviously over the years the social studies curriculum has undergone changes in the prescribed direction. However, of greatest importance is the fact that the 1916 committee established the special role of the social studies in the education of citizens to supervise the development of essential skills and attitudes. Linking social studies with citizenship education, however, would prove to be the origin of as much confusion as clarification in the years to follow.

Citizenship and Social Studies in Dynamic Pluralistic Society

After 1916 the social studies accepted the charge of overseeing the development of the skills and attitudes necessary for citizenship in a democratic society. This was not a simple task, even in the early 20th century, considering the variety of definitions and array of skills and attitudes associated with citizenship in a democracy. The role of the social studies has become even more complex as the society has undergone rapid change and expansion to become more diverse and intricate. There is little agreement on the meaning of citizenship, and a plethora of skills, attitudes, knowledge, and behaviors are associated with the exercise of democratic citizenship.

Citizenship roles are defined by personal perspectives and socio-political contexts. Possible citizenship behaviors that make up roles exist on a continuum from active to passive on various levels -- local to state to national to global. Individuals choose from this array depending on personal preference and political, economic, and social circumstances. For example, during the early years of the Viet Nam War a good citizen was defined as one who supported the war, either actively or passively, because it was in the best interest of the nation. As the war progressed, however, those who saw peace in the best interest of the world defined the good citizen as the one who actively demonstrated to change government policy and end the war. Citizenship roles are composed of various activities on several levels of community.

Citizenship education is the preparation of individuals for selecting and acting out citizen roles. In a democratic society individuals define their citizenship role by selecting and engaging in behaviors that reflect

their knowledge and willingness to participate. Before individuals can make these citizenship decisions they must have knowledge of the alternatives and possess the skills, attitudes, and values that will enable them to play whatever role they choose.

Just as citizenship has been defined variously so has the social studies. Wesley (1958), for example, stated that "the social studies were the social sciences simplified for pedagogical purposes" (Wesley & Wronski, p. 3); Engle (1960) defined the social studies as decision-making; Shaver (1967) defined the social studies as analysis of public issues; and Barr, Barth, and Shermis (1977) defined the social studies as an integration of experience and knowledge concerning human relations for the purpose of citizenship education" (p. 69). Wesley's definition focused on the knowledge content of the social studies, Engle and Shaver highlighted some of the inherent skills, and Barr, Barth and Shermis attempted to capture the fullness of the social studies and re-emphasize the importance of citizenship education.

Cognizant of the variety of definitions of the social studies, Barr, Barth, and Shermis (1977) discussed the different views on the social studies as three prevailing traditions: citizenship transmission, the social sciences, and reflective inquiry. Along the same lines, Brubaker, Simon, and Williams (1977) described the differences as five camps in the social studies: knowledge of the past, student-centeredness, reflective inquiry, the structure of the disciplines, and socio-political assumptions about the nature of citizenship. Not one of these perspectives, however, is aimed at the full range of citizenship education.

Borrowing heavily from Barr, Barth and Shermis (1977) and Brubaker,

Simon and Williams (1977) the following discussion presents another way of looking at the variety in the social studies. This analytical scheme proposes six focuses of the social studies: (1) historical-political knowledge, (2) student-centeredness, (3) reflective inquiry, (4) structure of the disciplines, (5) socio-political involvement, (6) issues-values analysis. The six elements of the scheme are not exclusive of one another. It is possible, and very likely, that within the social studies courses (whether American history and govenment or psychology) more than one focus would be apparent. In an American government course, for example, teachers might focus on socio-political involvement but find it impossible to completely ignore historical and political knowledge, individual student concerns, reflective inquiry, knowledge of the social sciences, and inherent issues and values. These focuses of the social studies reflect primary goals instruction more than actual classroom transactions. They describe intentions of instruction more accurately than they do classroom practices.

Social Studies as Historical-Political Knowledge

Barr, Barth and Shermis (1977) described the tradition of citizenship transmission, and Brubaker, Simon and Williams (1977) discussed social studies as knowledge of the past. In both instances the focus of social studies is on the study of history and the structure of government. A traditional assumption about citizenship associated with this focus is that *good citizens are properly socialized by studying the most ideal presentation of history and government.* The content of social studies instruction from this perspective is selected information about the past and the present workings of government. This content is

intended to inspire patriotism and loyalty and develop students' skills in reading and remembering.

Recently there has been a new twist to the focus on historical-political knowledge, and greater emphasis is being placed on the full reality of the past and present. An assumption about citizenship in this contemporary view is that *good citizens are more completely informed about the realities of history and the strengths and weaknesses of the governing systems*. The content of the contemporary history and civics focus includes any history/civics topic, no matter how controversial or sensitive. Analytical skills are important in this focus to aid students in valuing and evaluating the political, economic, and social systems.

Instruction from the perspective of idealistic history and civics might include memorization of historical names and dates or of the steps by which a bill becomes a law. A more reality-based and sensitive approach to civics might include discussion of political pressure groups, lobbying practices, and other influences on legislation. In history the reality-based approach might mean exploration of the causes of the Civil War from the perspectives of northern and southern sympathizers (see Table 1.1).

Emphasis on historical-political knowledge remains the dominant focus in secondary social studies. History and civics/government courses are among the most often required by state law, have the heaviest student enrollments, and comprise the largest markets for social studies textbooks. Rise of the American Nation and American Government are just two examples of texts created with a focus on traditional history and civics. American Political Behavior and America! America! are examples of government and

Table 1.1

Focus Summary

The Focus of the Social Studies	Assumption About Citizenship	OBJECTIVES: Knowledge	Skills	Values Attitude	Behavior	Methods and Content of Instruction	Sources or Examples
History and Civics Ideal	Socialization through study of ideal history and government.	Selected aspects of history and government.	To process information and make decisions based on ideals.	Positive attitude toward the American way. Values of patriotism, loyalty.	To be obedient and law abiding.	Reading and recitation of history and government.	A wide variety of traditional books in history and government published in the 50s or 60 including Rise of the American Nation (Todd & Curti, 1968) American Government (M.N. McGruder, 1950).
Realistic	Education through knowledge of reality and sensitivity to conflict	Any aspect of history or government.	Make decisions based on the realities of history and government.	Value truth and recognizes human frailty and potential.	To be aware and knowledgeable and able to resolve conflicts to continue to strive for improvement.	Discussion of controversial issues Examination of historical or contemporary problems.	American Political Behavior (Mahlinger & Patrick, 1977). America America! (Buggey et al., 1977).

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history textbooks in the emerging reality based and sensitive history and civics focus.

Social Studies as Student - Centered

Social studies as student-centered curriculum addresses the immediate concerns of students and makes these concerns the content of the courses. The underlying assupmption of this focus is that *good citizens are those who can identify and solve the problems they encounter in their daily lives.* This focus was prompted by the progressive reform movement of the early 20th century that developed as a reaction to the impersonalization of an industrial society. The content of the student-centered approach is drawn from the daily experiences of the students. Problems, issues, and questions encountered daily are used as the organizing structures for seeking information, developing skills, and forming values. The most important value pursued is a sense of self-worth and self esteem on the part of the students (see Table 1.2).

The student-centered focus has had limited impact on the social studies. In elementary social studies, the student-centered focus can be noted in textbook series that are organized around the concept of the "expanding communities of man." Students begin learning social studies concepts through that which is most familiar and then move outward to learn about the world. For example, the first book in one elementary social studies series begins with a discussion of a child's role in the family, the second book focuses on the child in the community, and the final book presents a discussion of the world. In secondary social studies the inclusion of individual or group projects and the development of individualized instruction units are an outgrowth of this focus. No secondary curriculum materials have been designed to implement the student-centered approach,

Table 1.2

Focus Summary

The Focus of the Social Studies	Assumption About Citizenship	OBJECTIVES				Methods and Content of Instruction	Sources or Examples
		Knowledge	Skills	Values Attitude	Behavior		
Student-Centeredness	Solving of daily individually identified problems.	That which individuals require by living.	To identify, analyze, and solve problems; gather information; analyze it; make conscious decisions.	Positive attitude toward self and others. Value individualism, self-esteem.	To be aware daily of problems and to seek to actively solve them.	Student-defined problem. Student concern.	No specific programs.

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and it is unlikely that the approach will gain attention in the near future in light of the present conservative mood in education. A student-centered curriculum requires flexibility and individualization that runs counter to present trends toward more standardization.

Social Studies as Reflective Inquiry

Social studies as reflective inquiry or systematic decision-making focuses on developing the ability to *make reasoned judgments and solve problems*. Reflective inquiry is a systematic process that involves identifying the problem, concisely stating the problem, suggesting solutions, gathering data, testing solutions, and drawing appropriate conclusions. The content of instruction in the reflective inquiry focus is organized around present problems or issues. Information may be sought from a variety of disciplines. This focus also requires skills in information processing, analysis, and decision-making. Rational thought and systematic problem-solving are highly valued in the reflective inquiry focus.

A reflective inquiry lesson might begin by presenting students with various pieces of relative information such as newspaper accounts, diaries, and purchase records from which they could derive hypotheses. Once the hypotheses are stated, students would then be responsible for gathering additional information to support them. Students might look for other official records or might interview authorities (see Table 1.3).

The reflective inquiry focus received considerable attention in the 1960's and 70's with the works of Massialas and Cox (1966) and Fenton (1967), who described the conduct of inquiry in the classroom. The Carnegie-Mellon Social Studies Curriculum published by Holt, Rinehart and Winston includes

Table 1.3

Focus Summary

The Focus of the Social Studies	Assumption About Citizenship	OBJECTIVES				Methods and Content of Instruction	Sources or Examples
		Knowledge	Skills	Values Attitude	Behavior		
Reflective Inquiry	Reasoned thought is the key to citizenship.	Whatever knowledge is needed to make reasoned choices	Acquiring, analyzing, processing information, making decisions.	Rational processes positive attitude toward problem-solving and decision-making	To be a confirmed rational thinker about issues and problems.	Inquiry in the classroom as applies to whatever problems or decisions are important.	Massialas and Cox (1966); Fenton (1967); Carnegie-Mellon Social Studies Curriculum.

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six high school social studies textbooks that employ the inquiry approach.

The impact of the reflective inquiry focus is limited despite the efforts of the new social studies. Teachers were reluctant to use reflective inquiry for it was unfamiliar and unwieldy in classes on a daily basis. Although social studies as inquiry is rare, inquiry strategies have been incorporated into the content of recently published textbooks.

Social Studies as the Structure of the Disciplines

The structure of the disciplines as a focus of the social studies is *based on the assumption that good citizens are those who possess the knowledge and skills of social scientists*. Social science knowledge and skills enable citizens to be more effective in solving personal or social issues. The content of the social studies from the structure of the disciplines perspective is the facts, concepts, generalizations, and theories of each social science. The content is taught in conjunction with the skills of objective reasoning and social scientific inquiry. This focus emphasizes the values of objectivity and rationality.

The structure of the disciplines focus received attention in the 1960's and 70's. It developed in conjunction with the scientific reaction to the Soviet launching of the first space satellite. Typically the structure of the disciplines approach requires that students learn important concepts in a social science field. In sociology, for example, concepts such as socio-economic status, power elites, or group conflict are taught. These concepts are then used to develop theories and models such as social conflict or social status as the basis for comprehending the discipline (see Table 1.4).

A number of projects funded by the National Science Foundation produced materials to "train school age social scientists." One of the most

Table 1.4

Focus Summary

The Focus of the Social Studies	Assumption About Citizenship	OBJECTIVES				Methods and Content of Instruction	Sources or Examples
		Knowledge	Skills	Values Attitude	Behavior		
Social Science Disciplines	Use of the knowledge and skills of the social scientist is key citizenship characteristic.	The concepts, constructs and methods of the social sciences.	Acquiring, analyzing, and processing information in a social scientific manner.	Objectivity and rational scientific approach.	To be a social scientist in approach to everyday decisions and problems.	Study each of the disciplines as scholars would and learn their skills; Use of social scientific inquiry.	University of Georgia Anthropology Project; Educational Development Center, Social Studies Program; Sociological Resources for the Social Studies; High School Geography Project.

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controversial set of materials was Man A Course of Study (MACOS) developed under the direction of Jerome Bruner as part of the Educational Development Center's (EDC) Social Studies Curriculum Program. MACOS emphasized the development of the concepts and skills of the anthropologist for students in grades 5-7. Exploring Childhood and Understanding Human Nature from EDC, were aimed at the same objectives for senior high school students. Other NSF funded projects to promote the structure of the disciplines included Sociological Resources for the Social Studies (SRSS) and the High School Geography Project.

The impact of the focus on social studies as the structure of the disciplines, like the reflective inquiry tradition, has been limited. However, there is evidence that some of the social scientific approaches are integrated into more recent social studies textbooks. A recent textbook, World Geography, incorporates some of the strategies from the High School Geography Project.

Social Studies as Socio-Political Involvement

Social studies as socio-political involvement emphasizes the role of the social studies in providing practice in social and political activities. The assumption inherent in this focus is that *good citizens can and do participate actively in the political and social arena.* The content for this focus is the set of problems and issues that confront individuals in the course of social/political action. Skills in group leadership, decision-making, and influencing are taught through realistic experiences. The focus also strives to develop positive attitudes toward individual and group actions. It requires that students use knowledge and practice citizenship skills in real socio-political settings such as working on a political campaign or interning with a local government official. Students

study the realities of socio-political systems and how to affect the system, and then they put their ideas into practice.

Social studies programs following this approach have been outlined and implemented by Newman, Bertocci, and Landsness (1977), Newmann (1979), and Conrad and Hedin (1977). Another program with this focus is operated by the Institute for Political Experience (IPLE). These programs take a variety of approaches to participation, but all emphasize real, practical experiences in the local community (see Table 1.5).

The impact of this focus may not have been fully realized. It is possible that more schools may seek this type of approach as means of stimulating student interest and overcoming the present climate of socio-political apathy. In addition some recent textbooks are attempting to provide the intellectual foundations for the participatory experience. American Government: Comparing Political Experiences addresses issues such as leadership and supporting roles in group activities.

Social Studies as Issues and Values Analysis

An important focus that appears to have been overlooked in other schemes is the social studies as values or issues analysis. The issues and values analysis approach requires coming to terms directly with the value conflicts inherent in private problems and public issues. This focus rests on the assumption that the *key to good citizenship is the ability to identify, analyze, and comprehend underlying personal and social values.* The content of social studies instruction in this approach is organized around pressing personal and social issues. Students draw on a broad knowledge base and develop skills in value

Table 1.5

Focus Summary

The Focus of the Social Studies	Assumption About Citizenship	OBJECTIVES				Methods and Content of Instruction	Sources or Examples
		Knowledge	Skills	Values Attitude	Behavior		
Socio-Political Participation	Action and involvement are the key components of citizenship.	Political and social structures and process.	In leadership: influencing social and political decision making participation.	Value action and participation. Positive attitude toward change and political and social activities	To be active and involved in various groups and agencies.	To have student participate in groups while studying the structures and developing the skills The content is the real problems of the local community	Newman, Bertocci, and Landsness (1977); Newman (1977); Conrad and Hodin (1977); Institute for Political and Legal Experiences (IPLE). American Government: Comparing Political Experiences (Gillespie & Lazouis, 1979).

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clarification, values analysis, and decision-making. This approach places an emphasis on the importance of affective elements in decision-making.

Instruction in the issues and values analysis approach might begin by presenting students with a real-life personal or social conflict situation. All sides of the conflict would be presented and students would be expected to carefully analyze and weigh the information and make a decision regarding the best course of action.

In the 1960's and 1970's this focus received considerable attention as the result of the works of Kohlberg on moral development and of Raths, Harmin, and Simon (1966) in values clarification. Stressing the issues aspect of this focus, Shaver (1967) called for the social studies to be redefined as analysis of public issues. The Harvard University Social Studies Project produced 24 unit books that reflect Shaver's concern for teaching issues analysis at the secondary level (see Table 1.6). The Kohlbergian branch of the focus has created models for conducting lessons around moral dilemmas as well as creating entire schools based on the "just community concept."

The impact of this focus may not have yet been fully experienced. A recent conference in Philadelphia of persons interested in moral education was attended by three times as many participants as was anticipated. And, like some of the other focuses, there is some indication that moral dilemmas and issues analysis lessons are being incorporated into new social studies textbooks in geography, history, and government.

The intellectual history of the social studies has recorded various assumptions about the good citizen. These assumptions have lead to different interpretations of the appropriate knowledge, skills, attitudes, and behaviors to be promoted by social studies instruction. Despite the

Table 1.6

Focus Summary

The Focus of the Social Studies	Assumption About Citizenship	OBJECTIVES				Methods and Content of Instruction	Sources or Examples
		Knowledge	Skills	Values Attitude	Behavior		
Value-Issue Analysis	Recognizing, understanding, and coping with value conflicts is the key to citizenship.	Knowledge of own values and existing value conflicts and reasons for these conflicts.	Identifying, analyzing, and understanding values and value conflicts.	Value affective aspects of human nature. Postive attitude toward discussion of values and value conflicts.	To seek to identify and understand own values and the values of others	To confront values issues in either personal problems or public issues using the content of daily life.	Kohlberg's work Raths, Harmin and Simon (1966); Shaver (1967); Harvard University Social Studies Project; Oliver and Shaver (1966).

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intellectual variety, social studies are associated most frequently with the pursuit of historical and political knowledge. It may be that, within the context of history and civics courses, the social studies can integrate the knowledge, skills, attitudes, and behaviors promoted by other intellectual traditions.

Comments on the Six Focuses

Each of these six focuses has limitations. They have been criticized for what they overlook as much as praised for what they include. The limitations of these focuses are functions of the narrow assumptions about citizenship upon which each is based. In focusing on historical and political knowledge, there is a tendency to stress the ideals of history and politics rather than the reality of the complex interrelationship among economic, political, and social factors. This focus also tends to overlook the present and ignore the future as important considerations for citizenship.

The student-centered approach limits the boundaries of the social studies to only that which individuals experience directly. It fails to note the importance of social responsibilities and ignores the past and the future as important considerations for citizens.

Reflective inquiry focuses on the development of skills in purposeful thought and systematic problem solving. However, in emphasizing the rational, the importance of values in private problems or public issues may be overlooked. This focus also stresses thought rather than active participation in the community.

The structure of the disciplines approach emphasizes the development of a body of knowledge within one of the social sciences. It diminishes

the importance of knowledge from other areas such as the humanities and the natural sciences and ignores the importance of values in the everyday life of the citizen.

The social studies as socio-political involvement promotes the development of active participation in the local community. However, the approach overlooks the importance of a historical perspective or of reflective thought.

The social studies as values and issues analysis develops skills in identifying, analyzing, and coping with the value conflicts inherent in both public and private life, but it does not promote action or place these conflicts into a historical-futuristic context.

Good arguments exist for every focus; each is important to furthering the cause of citizenship education. A good citizen should have knowledge of history and government, be able to solve daily problems, be familiar with the knowledge and skills of the social scientist, be a rational decision maker and political and social activist, and be able to cope with values and ethics. However, the citizen of today's society must also be prepared to be the citizen of tomorrow. The society changes too rapidly for citizens to operate as though the future were something for which they had no responsibility. The quality of citizens' decisions and actions today determine the quality of life in the future.

The social studies cannot assume the full responsibility for citizenship education; the family, community, and media share that burden. Nevertheless, social studies does play a unique role in the process. Social studies serves to coordinate the citizenship education effort by giving it direction and promoting the development of the necessary skills,

knowledge, attitudes, and behaviors. Before the social studies can hope to succeed in educating citizens for the future, consideration must be given to the full scope of responsibilities. The discussion of the various focuses of the social studies should not be seen as a clarification of lines of battle, as Engle (1977) commented on the tradition of Barr, Barth, and Shermis, but rather as a delineation of the numerous tasks that need to be undertaken. Each task may need more attention at one time or another depending on social, political, or economic circumstances, but certainly the society cannot afford to develop any one set of skills at the expense of excluding any other set. The future of the social studies rests in finding an adequate way to integrate the approaches to meet the needs of future societies.

The task of the social studies to educate citizens has not grown easier since 1916 (if anything, the task has become more difficult), but neither has the task grown any less important. Improvement in social studies education requires the cooperative efforts of teachers, administrators, curriculum specialists, and curriculum developers. The following section of the report carefully examines the practice of social studies in an attempt to identify what needs to be done and by whom.

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Programs and Projects

Education Development Center Incorporated Social Studies Curriculum Program developed materials to involve students in the examination of human behavior and basic patterns of society.

Man: A Course of Study (1970) for grades 5-7.

People and Technology (1973) for grades 5-7.

From Subject to Citizen (1970) grades 8 and 9.

Black in White America (1974) grades 8 and 10.

Exploring Childhood (1974-75) grades 10-12.

Exploring Human Nature (1973-75) grades 10-12.

Carnegie-Mellon Social Studies Curriculum produced six high school social studies textbooks that employed the inquiry approach based on the work of Edwin Fenton. These texts were published by Holt, Rinehart and Winston, New York.

Comparative Economic Systems: An Inquiry Approach

Comparative Political Systems: An Inquiry Approach

The Shaping of Western Society: An Inquiry Approach

A New History of the United States: An Inquiry Approach

The Humanities in Three Cities: An Inquiry Approach

Introduction to the Behavioral Sciences: An Inquiry Approach

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Harvard University Social Studies Project produced 24 unit books based on an analysis of the public issues approach to the social studies. These paperback units cover topics in anthropology, economics, geography, history, political science, and psychology. The project materials were published by American Education Publications, Education Center, Columbus, Ohio.

High School Geography Project produced Geography in an Urban Age, a multi-media, multi-strategy instructional package of six separable units designed to teach the concepts, attitudes, and skills which are the tools of the geographer to students in grade 10. The materials were published by Macmillan and Co., School Division, New York, in 1969.

Institute for Political and Legal Education (IPLE) produces and publishes a high school social studies program that provides students with practical experiences and understanding in the political, governmental, and legal processes. The four units: Voter Education, State Government: The Decision-Making Process, Individual Rights: Freedom of Expression -- Fair Trial vs. Free Press, Juvenile Justice are available from IPLE, Glassboro - Woodbury Rd., P.O. Box 426, Pilman, N.J. 08071.

Social Studies/Social Science Foundation: Priorities, Practices and Needs. (Project SPAN) is a project being conducted at the Social Science Education Consortium (SSEC) in Boulder, Colorado. The purpose of the project is to analyze and interpret existing research data and theoretical writings in order to re-establish a sense of identity and direction for the social studies in the 1980's. The project plans to publish three reports on important goals, current status, critical needs, and recommendations for social studies/social science education.

Sociological Resources for the Social Studies developed a series of materials aimed at developing skills in sociological inquiry. The materials are designed to be used within existing courses to teach sociological concepts and skills. The materials were published by Allyn and Bacon in Rockleigh, N.J.

University of Georgia Anthropology Curriculum Project produced materials that could be incorporated into existing K-12 social studies curriculum to teach children concepts of anthropology through deductive learning.

Section Two

The Status of the Social Studies

Goals and Objectives

The preceding discussion of social studies' historical roots outlines a convoluted intellectual tradition. In spite of the discord, social studies has been the area of the school curriculum designated to have special commitment and responsibility for citizenship education. The National Council for the Social Studies recently reaffirmed this orientation in 1979 in the NCSS curriculum guidelines:

> The basic goal of social studies education is to prepare young people to be humane, rational, participating citizens in a world that is becoming increasingly more interdependent. (p. 262)

Although this statement by NCSS is not universally recognized, most states and provinces have goal statements that reflect a similar concern for citizenship education. The specifics of these objectives vary and can be found in at least three sources: the NCSS curriculum guidelines (NCSS, 1979, p. 262-263), the National Assessment of Educational Progress Objective Statements (NAEP, 1977, pp. 102-109), and the Provincial Social Studies/Social Sciences: Programs in Canada as of 1978-79 (Council of Ministers, 1978).

Social studies education aims to develop students' knowledge, skills, attitudes, and participation related to their social, economic, and political environment (see Table 2.1). Knowledge in the social studies refers to data, concepts, generalizations, hypotheses, and theories from disciplines in the humanities and the social sciences. Knowledge includes everything from the most recent sociological data on divorce rates to macro-economic theories to comparative interpretations of history. This knowledge forms the basis for understanding personal links with physical and social environments. The knowledge from these various disciplines

cannot be conveyed to students within the limits of schooling or even within the limits of their lives, but the social studies recognizes that it can draw from this knowledge bank.

Skills in the social studies range from abilities to read maps and charts to making systematic decisions to theory development. At whatever cognitive level, these are skills that enable individuals to gather, process, and use knowledge effectively. These skills are essential to individuals' gaining clear, accurate perceptions of their personal problems, as well as of public issues. Social studies skills give citizens the power to use their knowledge.

Attitudes refer to dispositions toward a wide variety of social, economic, and political circumstances. These dispositions have their origins in values and beliefs and affect how individuals use their skills and knowledge. Positive attitudes toward self and the society form the basis of commitment and action. Social studies strives to develop positive attitudes toward the need for law and order as well as toward the rights and freedoms of individuals. These attitudes are what stimulate citizens to use their knowledge and skills to participate effectively in the society.

An essential element of a democratic society is the participation of its citizens. Participation includes activities such as running for town council, voting in a national election, or contributing to the International Red Cross. In a complex and diverse world it is not possible for citizens to participate in all the possible political activities at all levels of community from local to global. However, effective citizens with positive dispositions toward themselves and their world are able to identify those issues, at whatever level, to which they can make the

most postive contribution (see Table 2.1). For example, an expert in international political theory might participate most effectively by advising the President on foreign policy while a school bus driver might be a very important consultant on problems of local traffic patterns. The effective citizen is one who knows when and how to participate.

The goals of the social studies are closely linked with the schools' concern for developing effective citizens. These goals fall into four categories: knowledge, skills, attitudes, and participation. Social studies recognizes the humanities and social sciences as a knowledge base. It also recognizes that effective citizens need to develop skills to draw from and use that knowledge. The impetus for individuals to utilize their skills, seek knowledge, and participate in the society comes from positive attitudes toward self and society. Objectives of the social studies include building these positive attitudes and promoting participation in the social, economic, and political arenas. These goals are lofty and idealistic but are closely tied with preserving the fundamentals of the democratic society.

Academic Requirements

The goals and objectives of social studies are one thing, but the reality in the schools may be another. An indicator of the realities of social studies practice is the nature of the academic requirements regarding social studies. Most states mandate social studies in some form as a requirement for high school graduation. One out of 47 (2%) states require less than one year of social studies, eight of 47 (17%) require at least one year, and 32 out of 46 (68%) require more than one year. (Weiss, 1978, p. 4)*

*In three states the state social studies requirements were unknown.

Table 2.1

Examples of Social Studies Objectives for
Knowledge, Skills, Attitudes, and Participation
in Social, Political, and Economic Affairs

	Knowledge	Skills	Attitudes	Participation
SOCIAL	Of group structures. Of group dynamics. Of concepts such as social change and leadership.	Ability to communicate with others. Ability to exercise leadership. Ability to negotiate conflicts.	Respect for all human beings.	Sponsoring a local youth group. Being a member of a citizens' lobby.
POLITICAL	Of political structures such as national, state, and local governments. Of political processes -- voting, legislation, and judicial hearings.	Acquiring information regarding political structures. How to influence a process such as getting legislation passed. How to get a fair trial.	Positive attitude toward using the existing structures and processes to initiate change. Confidence that the individual is capable of affecting the political system.	Working for a political candidate. Voting Being active in a political pressure group. Contributing money to Amnesty International.
ECONOMIC	Of the economic system. Of concepts such as capitalism, free enterprise, welfare economy, supply and demand.	Aquiring information about economic conditions. How to influence the economic system thru purchasing practices.	Positive attitudes toward the economic system and its potential. Positive attitudes toward individual ability to change or affect the system.	As a worker -- belonging to a union. As a consumer -- participating in careful comparative shopping and consumer protection groups. As a producer -- manufacturing and distributing goods.

Of the states surveyed in a 1976 study, the most frequently required courses on the state level were American history, world cultures or world history, and civics or American government. Other courses that were also required included state history, geography, economics, sociology, and psychology (see Table 2.2A). Table 2.2B describes the secondary social studies course offerings in Canada. As in the United States there is a heavy emphasis on history, government, and geography.

Table 2.2A

Number of States Requiring
Social Studies Courses in Secondary Schools

	Grades		
	7-9	10-12	Unspecified
American History	22	25	12
Civics/Government/ Political Science	14	8	10
World History/Cultures	15	14	4
Geography	11	2	5
Economics	1	4	3
Sociology/Psychology/ Anthropology	1	3	2
State History and Government	14	8	4
Other Social Studies*	19	3	6

(Sutton, 1976)

*Other social studies includes courses in general social studies, social problems or social issues and current events courses.

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Table 2.23

Number of Provinces Requiring
Social Studies Courses in Secondary Schools

	Grades		
	7-9	10-11	Unspecified
Canadian Studies/History/ Geography/Government	8	8	1
Local Government/History	2	1	
Law		4	
Sociology		2	
Economics		6	
North American History/Culture	3	4	
Current Problems		3	
General Social Studies	1		

(Council of Ministries, 1978)

Social studies is a requirement for high school graduation in most states. The requirements are greatest in grades 7-9. The most frequently mandated courses are American history, world history/cultures or American government/civics. State mandates reflect only the minimum requirements. Most local districts require and/or offer more courses in secondary social studies.

The Course of Study

Superka, Hawke, and Morrissett (1980, p. 365), after careful analysis of the National Science Foundation Studies (NSF), described the most dominant curriculum pattern in secondary social studies as follows:

Grade	Subject
7	World geography or history
8	American history
9	Civics or world cultures
10	World history
11	American history
12	American government

This pattern has remained substantially unchanged since the 1916 report of the Commission on the Reorganization of Secondary Schools.

Wiley (1977, pp. 21-47), however, discussed some variations and fluctuations over the last 25 years. In grade 7, for example, there has been a change in an emphasis upon regional studies (e.g., Africa, Europe, Russia) to a thematic focus that treats topics such as interdependence and gaps between rich and poor. World geography, civics, world cultures and state history have been alternatives in grade 9. World history and cultures have dominated the grade 10 curriculum according to Wiley. Data gathered in a study by AIT (Fontana, 1980) indicates that American history is taught as often as world history at that grade level. Further investigation is needed to confirm this as a pattern.

Wiley also noted that there has been a change of the political orientation of 11th grade American history toward more concern for cultural and social issues. She pointed out that in grade 12 there has been an increase in the number of elective courses offered in sociology, anthropology, geography, economics, psychology, and government replacing specific requirements in American government. The trend toward more offerings of

the social/behavioral sciences at the senior high school level was discussed by Gross (1977) and supported by data gathered by Risinger (1978). The most commonly offered social studies course in grades 7-12 is American history. This is followed by general social studies, state history, civics, and world geography at the junior high school level and world history, psychology, American cultures, contemporary issues, U.S. government, and economics at the senior high school level (Weiss, 1977, p. 64).

Data collected in the AIT study summarized in Table 2.3 reflect a similar pattern. American history is the most frequently taught course followed by world cultures/history and American government/civics.

Table 2.3

Number of Sections of Social Studies Courses Taught by Grade Level

Course	7	8	9	10	11	12	Total
American History	67	329	65	121	321	23	926
American Government/Civics/ Political Science	36	25	80	14	42	134	331
World History/Cultures	96	6	104	116	43	19	384
Sociology/Psychology/ Anthropology	5	0	4	10	44	56	119
Geography	107	21	37	16	14	13	208
Economics	12	2	4	9	9	33	69
Other Social Studies	77	39	40	21	50	41	268*
							2305

N=552 teachers

* These secondary social studies teachers also reported teaching 165 non-social studies courses.

According to the NSF studies, secondary social studies courses are generally offered for a full year. Eighty-one percent (81%) of all the courses in grades 7-9 and 58% of all the courses in grades 10-12 are full year. Only 11% of the courses in grades 7-9 and 32% of the courses in grades 10-12 are offered on a semester basis. Of the courses in grades 7-12, 8% are offered for some other time interval such as a quarter (Weiss, 1977, p. 65).

Gross (1977) made some interesting observations about changing enrollment patterns during the period 1961 to 1973. Although state requirements in secondary social studies had changed very little during this period, were some interesting fluctuations in the percentages of students enrolled in specific courses. The greatest increase occurred in enrollment for psychology courses, followed by increases in enrollments for economics and sociology. The largest declines were experienced in civics and problems of democracy courses (see Table 2.4).

Table 2.4

Changes in Social Studies
Course Enrollment
1961-1973

Total Enrollment in Grades 7-12

1961	1973	% Increase
11,700,000	18,500,000	59%

Changes in Social Studies Course Enrollment, Grades 9-12

Course	1961	1973	% Change
Civics	733,000	449,000	-39%
Sr. Probs.-P.O.D.	380,000	298,000	-22%
World History	1,471,000	1,541,000	+5%
World Geography	595,000	736,000	+24%
U.S. Government	780,000	1,306,000	+67%
U.S. History	1,994,000	3,464,000	+74%
Economics	293,000	592,000	+102%
Sociology	289,000	796,000	+175%
Psychology	140,000	590,000	+323%

(Gross, 1977, p. 196)

Enrollments by grade level are heaviest in grade 7 and decline throughout the high school years, probably reflecting declines in the number of students in attendance as well as increased diversification of students' interests as they enter senior high school. The highest enrollment by course occurs in American history followed by world history and U.S. government (see Table 2.5).

Table 2.5

Total Enrollments in Major High School Social Studies Courses 1976

III. Social Studies Courses	All Schools with Grades 7-9 Enrollment	All Schools with Grades 10-12 Enrollment
Social Studies, Grade 7	3,662,232	479,813
Social Studies, Grade 8	3,255,118	531,163
Social Studies, Grade 9	1,552,456	891,892
Social Studies, Grades 10-12	564,516	1,037,692
State History	697,436	445,537
U.S. History	2,915,698	4,006,291
World History	1,200,694	2,075,399
U.S. Government	930,136	1,645,186
Economics	570,222	682,532
Geography	518,998	583,337
Psychology	341,312	679,838
Sociology	374,095	747,316
Anthropology	7,075	91,314
Social Studies, Any Grade	9,043,889	2,959,516
Law	22,760	63,360
Amer. Prob., Contemp. Prob.	58,147	208,833
Psychology, Behavioral St.	364,745	702,099
Sample N	291	253

(Weiss, 1977, p. 60)

The average class size for social studies courses is 29.8 for grades 7-9 and 27.2 in grades 10-12 (Weiss, 1977, p. 67).

The social studies course of study has not changed substantially since 1917, but there have been periods of fluctuation and some indicators of change. The sequences of courses and the number of required

semesters have not been altered radically, but the scope of the courses in the secondary social studies has changed, hinting at a growing concern for more social and humanistic issues. Further evidence of this social/humanistic trend is the increase in the variety of social studies courses offered, particularly the addition of courses in the behavioral sciences. Finally, enrollment pattern changes indicate that students have shifted from traditional courses in civics and problems of democracy to elective topics in the social and behavioral sciences.

The Social Studies Teacher

Jarolimek (1977) observed that the teaching of social studies varies greatly across the nation. These variations are the result of differences in resources as well as in perspectives on the social studies. Shaver, Davis, and Helburn (1979) emphasized that the key to social studies instruction is the social studies teacher. The present status of the social studies is substantially tied to the perceptions, motivations, and actions of those who teach the courses.

Social studies teachers are key variables in the instruction process. Not only do they determine what information and how and when it is delivered to students, they also serve as authority figures who act in the place of parents and represent the school administration as well as social authority to students. The manner in which teachers blend their curriculum promotion and socialization roles is an important factor in social studies instruction, as Ehman (1977) noted. The classroom environment created by the teacher in a social studies class has a decided effect on the development of students' attitudes and perceptions. To shed more light on this key variable, the background, perceptions, and expectations of secondary social studies teachers are discussed.

The sample of secondary social studies teachers in the NSF studies had a mean of 11.2 years of teaching experience. In 1980 AIT found secondary social studies teachers to have a mean of 13.5 years of teaching experience. More than 50% of the secondary social studies teachers in the NSF studies had degrees beyond their bachelors, while 45% had taken course work for college credit within the last year. Sixty-two percent (62%) of these teachers in grades 7-9 were male and 38% were female. In grades 10-12, 75% were male while only 25% were female (Weiss, 1977, pp. 139-141).

Forty-nine percent (49%) of the secondary social studies teachers have had their primary academic preparation in history, 16.3% in general social studies, 5.6% in political science, and 4.3% in history and political science as indicated by Table 2.6.

Table 2.6

Percentage of Teachers Prepared in One or Two Academic Areas

	History	Political Science	Sociology	Psychology	Economics	Anthropology	Geography	General Social Studies	Other
History	49	4.3	1.7	.9	1.1	.2	2.0	2.1	.4
Political Science		5.6	.2	-	-	-	.4	.4	-
Sociology			2.2	.9	.2	-	-	.6	-
Psychology				1.3	-	-	-	.2	.4
Economics					.9	-	-	.2	-
Anthropology						-	-	-	-
Geography							3.4	.9	-
General Social Studies								16.3	-
Other									3.7

N=558

(Fontana, 1980)

Twenty-four percent (24% of the teachers in grades 7-9 and 31% of the teachers in grades 10-12 teach social studies subjects only, while the rest of the sample teaches some other subject in addition to social studies (Weiss, 1977, p. 143). The mean number of course sections taught by teachers in the AIT study was 4.5 with two or more of these sections being in the same subject area (for example teachers might typically teach two sections of economics or sociology and two or three sections of American history).

According to Shaver, Davis, and Helburn (1979), social studies teachers tend to see themselves as an integral part of the socialization process. In this case their major function is to prepare students for their future role in society. In order to accomplish this task these teachers feel a need to transmit certain social values through social studies content, as well as to develop students' ability to learn from printed material. In addition, secondary social studies teachers feel a need to attend to their responsibilities as authority figures. They gain respect within their own social system (made up of other teachers, administrators, and parents) by focusing on problems of classroom management (discipline) rather than focusing on problems of pedagogy. Their role as disciplinarian corresponds more directly to their role as specializer than to their role as curriculum facilitator. As a result of these perceptions teachers tend to look askance at some of the "new" trends that jeopardize their authority. They tend to view curriculum developers and university professors as "ivory tower" types who do not understand the realities of the classroom.

Data gathered in the AIT study support some of the observations of Shaver, Davis and Helburn. Teachers are concerned with socialization;

the teaching of attitudes and values was ranked as the most important consideration during planning by 51.8% of all secondary social studies teachers. This is followed by knowledge, then skills (see Table 2.7).

Table 2.7

Percent of Teachers Ranking Knowledge, Skill, and Attitude Objectives

	Objectives		
Ranking	Knowledge	Skills	Attitudes
1	29.6	18.8	51.8
2	30.1	42.8	26.9
3	40.3	38.4	21.3

N=558

Attitudes and values were ranked as the most important objective by 63.1% of the teachers with the most teaching experience (20-37 years). In contrast, 43.3% of the teachers with the least number of years of teaching (1-8) ranked attitudes and values as the most important objective in planning (see Table 2.8).

Table 2.8

Percent of Teachers by Years Teaching Experience Ranking Knowledge, Skills, and Attitudes as Most Important Objective

	Objective		
Years Teaching	Knowledge	Skills	Attitudes
1-8	37.0	19.7	43.3
9-12	28.6	24.3	47.1
14-19	34.0	9.0	54.0
20-37	18.9	18.9	63.1
N=558	29.6	18.6	51.8

The AIT survey data revealed that 95.3% of the secondary social studies teachers strongly agreed that the social studies is to develop students' ability to think critically and constructively about society. A large majority (87.5%) also strongly agreed that the social studies is to help students cope effectively with issues in their own lives. Fewer teachers agreed that the social studies is to teach the knowledge of the past or the knowledge of the social sciences, to promote involvement in social and political organization, or to prepare students for the future (see Table 2.9).

Table 2.9

Percent of Teachers Disagreeing, Unsure, or Agreeing with Specific Purpose of the Social Studies

Purpose of the Social Studies	Percentages			
	Disagree	Unsure	Agree	N
Teach knowledge of the past	9.6	37.3	53.1	552
Cope with life	2.0	10.5	87.5	550
Think critically	.4	4.3	95.3	556
Teach knowledge and methods of the social science	14.7	41.7	46.6	554
Promote activity in social and political organizations	15.4	31.2	53.6	555
Prepare for alternative future	9.4	29.1	61.5	549

According to the AIT survey, the mean number of years of teaching experience is rising among secondary social studies teachers. These teachers are more likely to have advanced degrees and to be males rather than females. Secondary social studies teachers tend to view university professors and curriculum developers as unrealistic and not very helpful to them in their daily teaching task. Since social studies teachers see their

major role as that of socialization agent, they focus on discipline first and pedagogy second.

The teachers in the AIT survey identified the main purpose of the social studies as the promotion of students' critical and constructive thought about society and the development of students' ability to cope with their own lives. In planning, however, secondary social studies teachers identified attitudes and values as the most important objective. There is an apparent contradiction here: Teachers stress their socialization role and the teaching of values and at the same time emphasize social studies to promote critical thinking. This may grow from the teachers' perceptions that critical thinking is tied closely with socialization in a democratic society. Social studies is also strongly associated with developing students' individual life coping skills, these skills may be assumed to include a reasonable blend of critical thought and of the acceptance of social role.

Instructional Methods and Materials

The social studies with its plethora of knowledge, skills, and attitudes is a function of both instructional process and content. How social studies is taught is as important as what is taught. Research has shown that students develop perceptions regarding their efficacy in political systems partially as a result of their experiences in schools (Ehman, 1980).

A large resource of materials and methods exists in secondary social studies. These include discovery learning, inquiry, individualized instruction, films, records, artifact kits, and television. The textbook, however, is the single most important resource used by teachers. It determines content and to some extent the methods used in the classroom. Other materials are used for lesser amounts of time as supplements to the text.

The Textbook

Jarolimek (1977) noted that similarities in social studies instruction across the country were due to the heavy reliance on the textbook as the basic element of instruction. According to an EPIE report on instructional materials (1977, p.8), more than 62.5% of all secondary school class time is structured around print materials, as opposed to 33% on non-print resources. Of the time spent on printed resources most of that was associated with the use of a textbook. The NSF studies reported that nearly half of all secondary social studies classes used a single textbook, while only 11% used no text (see Table 2.10). For those using one or more books, over one half had accompanying supplementary materials like workbooks and activity manuals. More than 40% of the text materials used in secondary social studies classes had copyright dates that were three or more years old.

Table 2.10

Percent of Social Studies Classes Using None, One, Two, Three or More Textbooks by Grade Levels

Number of Textbooks Used	Grade Levels 7-9	10-12	Total
None	11	11	11
One	47	45	46
Two	19	22	20.5
Three or more	22	22	22
	N=453	N=490	N=943

(Weiss, 1978, p. 89)

The selection of textbooks is primarily a responsibility of teachers, either individually or through committees. Students, parents, and school board members have little input into the text selection process, but in some school districts principals and social studies supervisors do have influence (Weiss, 1977, pp. 97-9; Fontana, 1980). More than 60% of the secondary social studies teachers in the AIT study indicated a major role in textbooks selection, while only 7.3% indicated having no role. According to the EPIE report on instructional materials (1977), however, 47% of the teachers in all areas reported having no role in text selection. The difference in responses in the two studies could be due to changes, to different wordings of the questions, or to the inclusion of all teachers in the EPIE studies. The EPIE report also noted that 73% of the social studies teachers had no training in textbook selection, but that they spent nine hours on the average selecting texts.

The ten most frequently used social studies materials were fairly alike according to the EPIE report (1977, p. 22), but there were some signs of innovation. Schneider and Van Sickle claimed that most social studies textbooks are content - or information oriented and that textbook learning emphasizes "knowing" as demonstrated by acquiring information and reproducing it.

Superka, Hawke, and Morrissett (1980) described some changes in recent social studies textbooks. The most recent texts depict a more racially and ethnically pluralistic U.S. society than the texts of 1950. There are more members of minority groups and women in various social roles. The textbooks of the 1970's are less chauvinistic and less narrowly nationalistic than those of the 50's. Discussions of issues such as global inter-

dependence and peoples of various cultures are much more likely to appear, and although controversial topics are treated cautiously, they are at least treated in more recent textbooks. However, social studies textbooks are still heavily content oriented.

Changes in recent textbooks have gone beyond changes in the kinds of issues and their treatment to include changes in the instructional strategies. One study indicated that seven out of the nine U.S. history textbooks examined incorporated inquiry teaching (Fetsko, 1979, p. 55). Some textbooks are also requiring students to apply information and ideas in higher cognitive level activities (Superka, et al., 1980, p. 367).

Data gathered from publishers by Schneider and Van Sickle support these observations with a few exceptions. The standard hardback textbook dominates the market of social materials. These textbooks are in time with the "back to basics" movement and emphasize readability, chronology and narrative of U.S. history, name and place geography, physical geography, and map and globe skills.

Contrastingly, Schneider and Van Sickle also reported a less pronounced demand felt by publishers for broadening and humanizing the social studies, particularly at the secondary level. There has been a steady growth in the popularity of courses in psychology, sociology, and global studies accompanied by increased attention to law-related content, the personalization of history with a focus on humanistic concerns and motivation, consumer economics, and social problems (see Table 2.11).

Table 2.11

Publishers' Ratings of Market Conditions for Instructional Materials Related to Selected Secondary Social Studies Courses and Topics*

3.68 Consumer Economics	2.94 International Relations
3.58 Free or Private Enterprise	2.93 Environmental Studies
3.48 Economics (Principles)	2.93 Abnormal Psychology/Mental Health
3.43 Psychology	2.93 World Resources (including energy
3.35 Personal Adjustment	2.88 Poverty
3.32 Civics	2.87 Career Education
3.32 World Geography	2.84 World History
3.27 American Government	2.80 Social Science
3.25 Drugs and Alcohol	2.80 Political Behavior
3.23 United States History (grades 7-8)	2.79 World Cultures/Area Studies
3.21 Global Studies	2.77 Multiethnic Studies
3.21 Sociology	2.74 Women's Studies
3.19 Crime and Delinquency	2.72 Economic Systems
3.19 Federal Government	2.64 Anthropology
3.19 State and Local Government	2.61 Behavioral Science
3.18 Law	2.58 Future Studies
3.17 Marriage and Family	2.56 Political Systems
3.16 Social Institutions	2.35 Local History
3.14 United States History	2.54 Population Studies
3.13 (grades 7-12)	2.50 Religion (World & Comparative)
3.07 Social Problems	2.42 Humanities
3.07 Discrimination and Prejudice	2.41 Problems of American Democracy
2.95 State History	2.37 Political Science
	2.26 Philosophy
	2.25 Ethnic Studies

* Rating on 1-4 scale: 1 = no market, 2 = declining market
3 = stable market, 4 = growing market

(Schneider & Van Sickle, 1979, p. 463)

Many of the frequently advocated content and instructional approaches (e.g., women studies, future studies, career education, etc.) have limited importance in the textbook marketplace. However, a number of publishers expressed concern for decision-making, particularly as it relates to individual economic decisions (Schneider & Van Sickle, 1979).

The textbook is clearly the single most important resource used by teachers in social studies instruction. Texts are used by a large majority of secondary social studies teachers as the focus of instruction for most of the class time. Because of the widespread use of commercially produced textbooks, there remains some sense of national unity in the content and organization of social studies instruction.

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Although textbooks are traditional in many ways (focusing on discipline-oriented courses, attending to chronology, and teaching basic skills in reading maps, graphs, and charts), there are indications that textbooks are being designed to meet a growing demand for broadening and humanizing the social studies. Publishers have recognized the need to produce text materials that address the desire of students to better understand themselves and their society. This has manifested itself in the production of more textbooks in the social/behavioral sciences for secondary audiences, as well as more social/behavioral science concepts in a wide variety of social studies textbooks including history and geography.

Little is known about the use and selection of textbooks by teachers. Do teachers choose texts that are in line with their own curriculum organization or design the curriculum to fit the textbook? Do teachers use the text as a compendium of data that serves as the basis for analysis, decision-making and problem solving or is the content of the textbook an end itself?

Impact of the New Social Studies

During the 1960's and 1970's the National Science Foundation funded many curriculum development projects aimed at improving social studies education through the use of the knowledge and methods of the social sciences. The materials and approaches developed during this time period are often referred to as the "new social studies." The hope that the new materials would help teachers break away from some traditional methods of teaching social studies was not fully realized. The new materials in social studies were designed to stimulate student interest and promote the development of intellectual skills to a greater extent than had occurred with traditional teaching.

The direct impact of the NSF project materials on the social studies has been limited. Only 12% of the social studies teachers in grades 7-9 and 22% of the teachers in grades 10-12 use "new social studies materials." The most frequently used secondary social studies materials were American Political Behavior, Carnegie-Mellon materials, and Sociological Resources for the Social Sciences. However, none of these were used by more than 7% of the teachers (Weiss, 1977, p. 83).

Shaver, Davis, and Helburn (1979) found that social studies teachers in the NSF case studies perceived the materials as being incompatible with their daily goals. They claimed that teachers have a need to maintain tight control of classroom instruction, and many of the "new social studies" materials suggested strategies and activities counter to this goal. For example, teachers did not adapt readily to having several small groups of students handling documents and engaging in discussion independent of their constant direction. In the same analysis, Shaver, et al. noted that teachers tend to be troubled by the movement to higher cognitive objectives in which there are no clear correct or incorrect answers just better ways of reaching a goal.

The NSF studies conducted in 1976 assessed the impact of the curriculum development projects in various areas including social studies. Considerable analysis of the data has already taken place. The analysis leaves the impression that the lasting impact of the "new social studies" has been on the content and organization of textbooks that have incorporated "new social studies" techniques and content such as inquiry or decision-making, sociological concepts, and psychological theory.

The renewed attention to the textbook may be explained as a function of some current trends in education. A recent study on the lasting effects of "new social studies" noted that declining reading abilities, declining enrollment and increasing class sizes were factors related to schools' abandoning "new social studies" materials (Marker, 1980).

Techniques and Strategies

As mentioned earlier social studies instruction has been thought to be as much process as it is content. The techniques and strategies used by teachers to pursue instructional goals is as important as the content of lessons.

Social studies is taught primarily in large group discussion in grades 7-12 (59.5% of the class time), with some time given to small groups and individual assignments (see Table 2.12).

Table 2.12

Mean Percent of Time Spent in Various Group Arrangements in Grade Range

Group Arrangements	7-9	10-12	Total
Entire Class	51	68	59.5
Small Group	14	11	12.5
Individual Work	35	21	34.25
Sample N	446	483	92.6*

(Weiss, 1977, p. 111)

* Some class time is spent in transition.

Individual assignment in grades 7-9 and lecture in grades 10-12 follow discussion as the most commonly used instructional technique. Other teaching techniques are used infrequently (seeTables 2.13A and 2.13B).

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Despite the efforts of the "new social studies," teachers tend to rely on techniques they know. They have been taught through lecture and discussion and continue to perpetuate the practice. Also the approach of lecture, discussion, and individual work sheet fit easily with textbook-centered instruction.

Table 2.13A

Frequency of Use of various techniques
7-9 Social Studies Classes

	Percent of Classes					
Technique	Never	Less than once a month	At least once a month	At least once a week	Just about daily	Missing
Lecture	3	8	13	33	21	2
Discussion	0	1	6	27	63	3
Student reports or projects	2	31	42	22	2	1
Library work	10	42	33	14	1	2
Students working at chalkboard	40	33	13	7	4	2
Individual assignments	3	13	21	27	33	2
Students use hands-on manipulative or laboratory materials	33	34	9	13	5	4
Televised instruction	69	20	6	4	0	1
Programmed instruction	69	15	6	6	1	3
Computer-assisted instruction	93	4	0	0	0	1
Tests or quizzes	0	2	33	62	2	1
Contracts	61	21	8	3	2	5
Simulations (role-play, debates, panels)	16	43	32	6	0	2
Field trips, excursions	45	52	2	0	0	2
Guest speakers	42	53	4	0	0	1
Brainstorming	36	32	18	9	1	4

SAMPLE N = 453

(Weiss, 1977, p. 866)

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Table 2.13B

Frequency of Use of Various Techniques
7-9 Social Studies Classes

	Percent of Classes					
Technique	Never	Less than once a month	At least once a month	At least once a week	Just about daily	Missing
Lecture	1	9	8	48	32	2
Discussion	0	1	2	34	62	1
Student reports or projects	4	30	44	20	2	1
Library work	11	39	34	16	1	1
Students working at chalkboard	60	25	7	4	2	2
Individual assignments	5	27	23	24	18	3
Students use hands-on manipulative or laboratory materials	59	17	11	8	3	2
Televised instruction	35	27	12	4	0	2
Programmed instruction	70	17	3	4	0	2
Computer-assisted instruction	96	3	0	0	0	1
Tests or quizzes	1	2	35	34	6	1
Contracts	75	13	5	1	1	4
Simulations (role-play, debates, panels)	22	42	27	7	0	2
Field trips, excursions	47	47	4	0	0	1
Guest speakers	40	51	7	1	0	1
Brainstorming	32	33	17	12	4	3

SAMPLE N = 453

(Weiss, 1977, p. 86?)

The Use of Audiovisual Materials

Secondary teachers use non-print material approximately 30% of class time (EPIE, 1977, p. 47). According to the NSF studies, non-print resources include a variety of materials from film and television to records and overheads (see Tables 2.14A and 2.14B). Films and filmstrips are used most frequently by secondary social studies teachers.

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Table 2.14A

Frequency of Use of Various Audio Visual Materials
7-9 Social Studies Classes

Audio Visual Materials	Percent of Classes					
	Not needed	Needed but not available	Less than once a month	At least once a month	At least once a week	Missing
Films	3	12	21	43	20	1
Filmstrips	3	7	23	48	18	1
Film loops	51	24	10	8	1	6
Tapes	20	14	36	22	7	1
Slides	22	18	31	7	1	2
Records	16	11	50	16	5	2
Overhead projectors	13	3	31	32	18	1
Standard TV	56	18	18	3	1	5
Closed circuit TV	63	23	8	3	1	4
Videotape recorder/player	41	23	24	9	1	2

SAMPLE N = 453

(Weiss, 1977, p. 378)

Table 2.14B

Frequency of Use of Various Audio Visual Materials
10-12 Social Studies Classes

Audio Visual Materials	Percent of Classes					
	Not needed	Needed but not available	Less than once a month	At least once a month	At least once a week	Missing
Films	5	13	30	32	20	1
Filmstrips	5	4	33	38	19	1
Film loops	57	19	13	5	1	5
Tapes	30	15	36	12	4	2
Slides	30	19	35	12	1	4
Records	25	13	36	21	3	2
Overhead projectors	22	6	32	24	14	1
Standard TV	47	17	27	6	1	3
Closed circuit TV	53	26	13	3	2	4
Videotape recorder/player	32	15	36	12	3	2

SAMPLE N = 490

(Weiss, 1977, p. 377)

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According to the AIT study, approximately 60% of the secondary social studies teachers use film at least once every two weeks but only 20% use television. Only 3.1% of the teachers have never used film while over 30% have never used television (see Tables 2.15 and 2.16).

Television is used most often by teachers with the most years of teaching experience (20-37) as opposed to those with the least number of years teaching (1-8). Film is used most frequently by teachers with 9-13 and 20-27 years of teaching (see Tables 2.15 and 2.16).

Table 2.15

Percent of Secondary Social Studies Teachers Using Television by Frequency of Use and Years Teaching

Years Teaching	Frequency of Use: Weekly	Bi-Weekly	Monthly	Less Than Monthly	Never	
1-8	1.6	2.9	5.8	7.3	9.3	26.9
9-13	1.8	3.4	3.1	10.5	9.3	28.1
14-19	2.0	1.8	2.9	7.3	7.8	21.8
20-37	3.1	3.4	3.3	6.9	6.5	23.2
Total	8.5	11.6	15.1	31.9	32.8	

N = 551

Table 2.16

Percent of Secondary Social Studies Teachers Using Film by Frequency of Use and Years Teaching

Years Teaching	Frequency of Use: Weekly	Bi-Weekly	Monthly	Less Than Monthly	Never	
1-8	4.7	9.4	7.6	4.3	.9	26.9
9-13	6.5	11.2	6.0	3.8	.5	28.0
14-19	5.2	7.8	3.6	3.8	1.1	21.5
20-37	7.2	8.1	3.4	4.3	.5	23.6
Total	23.6	36.5	20.6	16.2	3.1	

N = 554

The AIT study identified 489 series that could be classified as secondary social studies. Of this number 86 had been released since 1975, and 316 were released prior to 1975 (see Tables 2.17 to 2.19).

Table 2.17

Social studies 16 mm and video series (≥3 programs) by subject and by audience level (junior and senior high).

Subject	Junior High	Junior and Senior High	Senior High	Total
American History	9	68	28	105
Current Events	1	2	4	7
Ecol./Cons./Env./Energy	1	12	6	19
Econ./Consumer/Business	2	14	20	36
Futures	0	2	1	3
Geography	10	17	2	29
Other Social Studies	3	4	9	16
Poli. Sci./Civ./Gov't./Law	1	23	28	52
Soc./Psych./Anthro.	5	15	40	60
State History	0	1	1	2
Values	2	6	7	15
World History/World Cultures	10	87	48	145
Total	44	251	194	489

Table 2.18

Social studies 16 mm and video series (≥3 programs) by subject and by release date.

Subject	Pre-1975	1975-present	No date	Total
American History	66	20	19	105
Current Events	6	1	0	7
Ecol./Cons./Env./Energy	14	3	2	19
Econ./Consumer/Business	24	10	2	36
Futures	2	1	0	3
Geography	15	3	11	29
Other Social Studies	12	2	2	16
Poli. Sci./ Civ./Gov't./Law	39	6	7	52
Soc./Psych./Anthro.	45	10	5	60
State History	1	0	1	2
Values	7	6	2	15
World History	85	24	36	145
Total	316	86	87	489

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Table 2.19

Social studies 16 mm and video series (≥3 programs) by subject and by audience level (junior and senior high) released before 1975.

Released Pre-1975 Subject	Junior High	Junior and Senior High	Senior High	Total
American History	7	40	19	66
Current Events	1	2	3	6
Eco./Cons./Env./Energy	1	8	5	14
Econ./Consumer/Business	1	8	15	24
Futures	0	1	1	2
Geography	4	10	1	15
Other Social Studies	3	3	6	12
Poli. Sci./Civ./Gov't./Law	0	16	23	39
Soc./Psych./Anthro.	4	12	29	45
State History	0	0	1	1
Values	2	3	2	7
World History/World Culture	5	34	26	85
Total	28	157	131	316

Twenty-four of the most current series were focused on world history/world culture topics, 20 were on American history, and 10 on both economics/consumer economics, and behavioral science topics (see Tables 2.17 to 2.19). Eight of the most recent series are specifically designated as suitable for junior high school audiences, 35 for senior high school, and 43 for use in grades 7-12 (see Tables 2.19 to 2.21).

There were no new releases in state history aimed at secondary audiences. Only a few current releases were recorded in current events, ecology/conservation/environment/energy, futures, geography and other social studies, and most of these were targeted for a general secondary population or for the senior high school. Of 8 recent releases for junior high school, 4 were in world cultures and only 1 in each of the following: economics/business, geography, political science/general government/law and sociology/psychology/anthropology (see Table 2.21).

Table 2.20

Social studies 16 mm and video series (≥ 3 programs) by subject and by audience level (junior and senior high), release date unknown.

Release date unknown Subject	Junior High	Junior and Senior High	Senior High	Total
American History	2	12	5	19
Current Events	0	0	0	0
Ecol./Cons./Env./Energy	0	1	1	2
Econ./Consumer/Business	0	0	2	2
Futures	0	0	0	0
Geography	3	3	1	11
Other Social Studies	0	0	2	2
Poli.Sci./Civ./Gov't./Law	0	3	4	7
Soc./Psych./Anthro.	0	2	3	5
State History	0	1	0	1
Values	0	1	1	2
World History/World Culture	1	26	9	36
Total	8	51	28	87

Table 2.21

Social studies 16 mm and video series (≥ 3 programs) by subject and by audience level (junior and senior high), released from 1973 to present.

Released 1975-present Subject	Junior High	Junior and Senior High	Senior High	Total
American History	0	16	4	20
Current Events	0	0	1	1
Ecol./Cons./Env./Energy	0	3	0	3
Econ./Consumer/Business	1	6	3	10
Futures	0	1	0	1
Geography	1	2	0	3
Other Social Studies	0	1	1	2
Poli.Sci./Civ./Gov't./Law	1	4	1	6
Soc./Psych./Anthro.	1	1	8	10
State History	0	0	0	0
Values	0	2	4	6
World History/World Culture	4	7	13	24
Total	8	43	35	86

In a study of the use of instructional television (ITV), more than 91% of the secondary teachers had video tape recorders available, but only 17% had been trained to use the equipment. More than 70% of the secondary teachers reported using no television series. Of the 30% who were users, more than 70% used television for one hour or less a week. However, teachers and administrators appeared to have positive attitudes toward the potential of ITV. More than 50% agreed that ITV had great possibilities for stimulating teacher creativity and student interest and curiosity. Only 10% of the teachers agreed that children didn't need to watch more television in school (Dirr & Pedone, 1979, pp. 10-17).

There are a wide variety of audiovisual resources available to secondary social studies teachers. Despite this diversity teachers tend to use film and filmstrips most and television far less frequently (Weiss, 1977). Teachers with the greatest number of years of teaching tend to use television more frequently. Overall, secondary social studies teachers use film and filmstrips far more frequently than television.

The use of audio visual materials may be affected by a number of factors. The availability of equipment and material could limit teachers' use of such resources. However, the indicators are that materials and equipment are available, but that teachers do not have sufficient knowledge and training to use them effectively. The CPB/NCES ITV study (Dirr & Pedone, 1979) noted that few teachers have had training in the use of videotape equipment, and Fontana noted in interviews with state and local social studies supervisory that teachers and supervisors appeared not to be aware of what was available in instructional television. Teachers with the

greatest number of years teaching used television more frequently. This suggests that over the years they have acquired the training and knowledge that limits TV use by less experienced teachers.

Little is known about the actual use of audiovisuals in the classroom. Why do teachers rely so heavily on film and filmstrips and not other audiovisual media? Is it because of expense, classroom management, or some other reason? Are audiovisuals used effectively to supplement textbook instruction, are they enrichments, or are they simply diversion from more traditional learning?

Summary

The objectives of social studies instruction are to teach knowledge, skills, and attitudes of effective citizenship. States and provinces mandate that these goals are to be realized through the teaching of specific courses such as history, geography and government. Although the sequence of the social studies curriculum has remained substantially unchanged the scope has experienced some variation and fluctuation.

Secondary social studies teachers are most concerned with planning instruction that focuses on teaching attitudes and values. However, they view the social studies as a discipline that should teach students to think critically and constructively about society while learning to cope effectively with the problems and issues of their own lives.

Attempts by the National Science Foundation to affect the teaching of secondary social studies have had limited direct impact. Social studies teachers tend to view the products of the "new social studies" as having limited classroom use. They perceive the products to be inconsistent with their attempts to maintain classroom order. The lasting impact of

the "new social studies" seems to be on textbooks that are incorporating some of the content and strategies.

The textbook remains the single most important resource in teaching social studies. The selection of textbook is heavily influenced by teachers, with some input by administrators and social studies supervisors. However, little is known about how and why teachers select specific texts and how they are used in the classroom. Publishers have responded to strong demands to deal with the basics while also attempting to incorporate the growing demand for a humanistic perspective.

A variety of non-print resources are available for teachers to use in social studies instruction. There is a heavy use of films and filmstrip materials but a limited use of television, especially by less experienced teachers. Reasons for the limited use of television seem to be linked to a lack of training in using the equipment and a lack of knowledge of what is available.

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Section Three

Conclusions and Recommendation

The social studies has been undergoing careful scrutiny over the past decade. Efforts have been made to clarify the field and remedy the "identity crisis" through historical, theoretical and empirical investigation. Historical analysis has produced an outline of the multi-faceted focuses that have characterized the social studies. Closely related to the historical review is the theoretical development of definitions of the social studies that reaffirm the intrinsic link between social studies and citizenship education. Empirical investigations are revealing data that will seem to shape further the historical and theoretical perceptions of the field.

By definition the social studies has been described as having responsibilities for citizenship education. The fulfillment of these responsibilities can be pursued variously in a number of different focuses: historical-political knowledge, student-centeredness, reflective inquiry, the structure of the disciplines, socio-political involvement, and issue-value analysis. Despite the historical diversity, there is a growing awareness that the complexity of contemporary citizenship education requires the effective integration of approaches rather than the dominance of any one approach.

The emphasis on historical-political knowledge has been evident throughout the history of the social studies and is still true today. States require more history and government courses than any other specific

course, and social studies textbooks are dominated by historical and political content. However, there is still reason to believe that the other focuses are alive and that the future holds a promise of a more integrated approach to the social studies. Textbook publishers have recognized a need to address more directly the real life needs of students, incorporate values-issues analysis, and include concepts and knowledge from the social and behavioral sciences. More teachers have expressed a concern for focusing instruction on attitude development than on knowledge development. And, as will be discussed, teachers perceive a need for new materials that relate social studies content to the lives of students and that develop intellectual and affective skills. In addition, teachers have expressed a positive disposition toward trends in the social studies of skill development and/or integration of knowledge from all disciplines.

The recommendation in this chapter will be made in light of the historical, theoretical, and empirical insights presented in this report. However, considerable weight will also be given to the present status of education in these economically uncertain times and to the realization that change in education is slow and must proceed one small step at a time.

Section Two of the report examined social studies goals and objectives as well as classroom practice. This discussion revealed marked discrepancies between social studies purposes and practices. Recent assessment of students' political knowledge and attitudes as well as information regarding students' attitudes toward social studies suggest that youth are not well informed citizens and do not look positively

upon their social studies education. Finally, teachers themselves have provided insights into new directions for the social studies by identifying favored trends and needed resources. General concerns for the future, discrepancies in goals and practices, and the perspectives of students and teachers will be carefully weighed in the following conclusions and recommendations.

General Concerns for the Future

Many in the field of social studies have expressed a desire to work to revamp the social studies curriculum which is presently in a state of disarray. Jarolimek (1977) noted that the practice of social studies varies widely from coast to coast. What unity exists is due to the fact that social studies teachers rely so heavily on commercially produced hardback textbooks which are for the most part very similar in organization and content. However, radical change in social studies practices will not occur until the problem of definition is resolved. As Wilsy, noted it is not easy to establish goals and objectives in the absence of an agreed upon definition. Without clear-cut goals and objectives it is difficult to develop a rational scope and sequence with a logical approach to content, skills, and attitudes.

> (1) The social studies needs a definition from which goals and objectives can be elicited and which will serve as the basis for a rational scope and sequence.

Social studies is closely associated with fulfilling the promise of citizenship education. To make good on this promise the social studies curriculum must address the needs of students to understand the "real" social world. As Wiley (1977) and the AIT survey point out, the social studies must assist students in dealing with values and resolving conflict

by cultivating intellectual skills such as critical thinking, problem-solving, and integrating knowledge from various disciplines. Fulfilling the commitment to citizenship education also means assisting students in developing as independent learners with solid values bases, -- individuals who can effectively participate in today's society as well as meet the challenges of future societies (Gross & Dynneson, 1980).

> (2) The social studies needs to attend directly to the development of a whole range of skills that will enable students to live effectively today and in the future.

The textbook is a salient element in social studies instruction. For the promise of the social studies to be realized, textbooks that deal honestly and openly with sensitive and controversial issues in the society are necessary. Patrick (1978) cautioned that the present uneasy climate created by special insterest groups who wish to control the content of social studies textbooks could seriously jeopardize efforts to effectively educate youth in a democratic society. Omitting facts because they are unpleasant or avoiding sensitive topics because they cause controversy will not contribute to the cause of citizenship education.

> (3) Social studies curriculum materials need to honestly convey the facts, as they are known. They cannot become propaganda vehicles for any groups -- no matter how lofty the rationale.

Improvement in social studies education is closely linked to the improvement of social studies instructors. Gross and Dynneson (1980) suggested that better screening procedures be used at the pre-service level and that teachers receive additional support for professional growth through good, well structured in-service programs. Potential forces in the improvement of the social studies profession are NCSS and state councils for

the social studies. However, as Jarolimek (1977) noted, very few teachers are even aware of, much less belong to, the councils for the social studies.

> (4) NCSS and state councils for the social studies need to take a more aggressive role in promoting a sense of professionalism among social studies teachers and in working toward the goals of improved social studies instruction.

The Social Studies Student

In 1976 the National Assessment of Educational Progress was completed with some disturbing results in the areas of social studies and citizenship education. Mehlinger (1978) observed that American youth had demonstrated a decrease in their knowledge about the structure and function of government, in their comprehension of the meaning of democracy, in their commitment to the fundamental principles underlying the American political system and in their knowledge of international affairs. From 1969-1976 the percentage of students able to explain the basic concepts of democracy dropped from 53% to 42% for the 13-year-old group and from 86% to 74% among 17-year-olds. There was also a marked decline in overall knowledge about relations with foreign countries.

Not all the results were negative. Mehlinger called attention to two areas in which there was some improvement. There had been an increase in the understanding and acceptance of racial minorities and among the 13-year-old group there was an increase from 63% to 81% in the understanding of the need for law. These improvements might be associated with the increased attentions given to racial equality and law-related education over the past several years, but additional research is necessary to confirm this relationship.

The NAEP results are indices of students' political knowledge and attitudes and not measures of student political behavior. To date, very

little is known about student political activity, but if it follows from student knowledge and attitudes or corresponds to the behaviors of adults, the situation is troublesome. Recent polls of adults indicate a negative attitude toward government officials that has been followed by a decline in traditional political activities such as voting and political party membership.

Although schools are only one of the many influences on the development of political attitudes, knowledge, skills, and participation there are indicators that the present state of student political efficacy is, in part, related to the inadequacy of social studies instruction. Remy (1972) discovered that a large number of students were dissatisfied with existing instructional practices and materials in the social studies. Students in his study expressed an interest in learning how to analyze and evaluate political realities rather than to learn facts only. These students expressed a desire to study social problems as well as institutions and to be active learners in a variety of learning situations. In general student assessment of their social studies education was that the instruction was poor, left them bored, and taught them very little about the real world.

Youth are not being effectively prepared for their roles as citizens. For whatever reasons, they do not have the knowledge, skills or attitudes to be effective participants in a democratic society. At least in part, these deficiencies are the result of inadequate instruction in social studies classes that leave students bored and ill-informed about the processes and problems of the society.

The Teachers' Perspective

The AIT study attempted to assess secondary social studies teachers' attitudes toward trends in the social studies. A large majority of the teachers in this sample (81%) strongly favored trends that emphasized skill development, and 75.8% strongly favored trends toward courses focused on social issues that integrate knowledge from a number of perspectives (see Table 3.1).

Table 3.1

Percentage of Secondary Social Studies Teachers Indicating Favor, Uncertainty or Disfavor of Trends

Trends	Do Not Favor	Unsure	Strongly Favor	N
Courses in topical areas of history and the social sciences	9.1	28.8	62.1	549
Courses that focus on integrating the social sciences	9.2	26.3	64.5	550
Courses that focus on social issues and integrate knowledge generally	5.0	19.1	75.8	554
Courses that emphasize skill development	2.4	16.4	81.3	556
Courses that focus on individual problem solving	10.6	27.3	62.0	554

When the subject taught was taken into consideration, there were some interesting findings. For example, 90.7% of the behavioral science teachers (sociology/psychology/anthropology) strongly favored the trend toward social issues and integration of knowledge. In contrast, only 72%

of the teachers of American history and political science strongly favored the social issues trend. Differences in responses were also noted when grade level was considered. More than 80% of the teachers in both grades 11 and 12 strongly favored the social issues trend, as opposed to 71% of the teachers in grades 7 and 8 who strongly supported the trend. There were no outstanding differences among responses of teachers by subject or grades regarding their favoring of trends toward skill development.

In the NSF studies (1977, p. 158), 75% of the social studies teachers identified students' inability to read as a major problem. Lack of individualized instruction was cited as an instructional problem by 72%, and lack of student interest by 54%. Associated with teachers' identification of student needs are teachers' identifications of their own in-service needs.

A survey on in-service by the Indiana Council for Social Studies (1975, pp. 7-14) revealed that 60.4% of the teachers identified classroom technique and 45% listed content/materials and current curriculum as a high priority for in-service training. In the area of classroom technique, 64.2% identified student reading problems as an area for in-service attention. More than 50% noted exploring controversial public issues as an in-service topic and 43.5% listed inquiry techniques. In the area of content/materials and curriculum, more than 60% of the teachers identified current problems as a topic, 59.1% noted values and issues, and more than 50% listed U.S. government and U.S. history as topics. As part of the AIT study, interviews with social studies supervisors at state and local levels added supporting data about

problem areas to be addressed. Teaching methods, new teaching materials, and content areas were identified as the most frequently listed topics of workshops sponsored, organized, or conducted by supervisors. Also mentioned were curriculum issues such as planning, development, and revision.

In the AIT survey, teachers were asked to identify the kinds of materials they would find most helpful in social studies instruction. More than 68% of the teachers indicated as most helpful those materials that related the content of social studies more directly to the lives of students or that focused on the development of intellectual skills, e.g., decision-making, problem-solving, critical thinking (see Table 3.2).

Table 3.2

Percentage of Secondary Social Studies Teachers Identifying Kinds of Materials That Would Be Helpful in Social Studies Instruction

Helpful Materials	Percent
Relate social studies content directly to student lives	68.2
Develop intellectual skills	68.1
Develop affective skills	55.7
Present factual materials to support textbook instruction	55.0
Focus on specific discipline	51.6
Focus on themes that cut across disciplines	49.6

N = 558

Secondary social studies teachers are concerned with the present states of students' knowledge, attitudes, and behavior. They recognize that student interest and knowledge are a major problem in the field and have identified teaching techniques and curriculum content as high

priority topics for in-service programs. Social studies teachers have also identified a need for materials that relate the content of the social studies more directly to the lives of students and that focus on the development of intellectual skills. In pursuit of improved instruction, secondary social studies teachers most favor trends toward courses that emphasize basic skill development and that integrate knowledge from a variety of disciplines by focusing on social issues.

Goals and Objectives vs. Instructional Practice

Despite the problems of definition and the malaise of intellectual uncertainty in the social studies discussed in Chapter One, there is still some agreement about goals and objectives. The following is a brief summary of the goals of social studies as an integration of history/political knowledge, student-centeredness, reflective inquiry, structure of the disciplines, socio-political involvement, and issues-values analysis. The social studies should:

1) Focus on preparing youth for their roles as effective citizens in present and future local, national, and global communities
2) Promote the development of certain knowledge, skills, attitudes and behaviors identified with effective citizenship
3) Address directly the social, political, and economic issues of the real world and the changing needs of individuals who are to function effectively in this world
4) Integrate knowledge, skills, and attitudes from various discipline areas to help individuals cope effectively with individual problems and social issues

5) Provide opportunities for students to test out and explore their perceptions of the world, as well as practice the implementing of knowledge, skills, attitudes, and behaviors;

6) Pursue the goals of citizenship education in cooperation with other school and community groups.

The practice of social studies education involves instruction in the knowledge and skills of the disciplines within the context of subject oriented courses such as history, geography, and government. Attitudes and values are frequently overlooked because of their controversial nature, and participatory behaviors are simply forgotten. Secondary social studies instruction is centered primarily around a single textbook. Teachers rely on discussion and lecture to whole classes as the primary instructional technique. Some more recent textbooks, in specific subject courses (geography, government, history), have attempted to integrate knowledge and skills from various disciplines, incorporate a global perspective, promote the teaching of higher cognitive skills, and deal with values and attitudes. However, most of these innovative textbooks have been on the market for very short periods of time and have not had widespread use.

A few schools have established programs in conjunction with government agencies, community groups, or businesses that enable students to explore the real world, but the practice does not appear to be widespread. The present economic crisis and concern for "the basics" has lead many in the field to fear that what progress has been made will be undone and that the social studies will be required to take a "back seat" to mathematics and reading.

The practice of social studies education does not reflect an absolute commitment to social studies goals. The reasons for these

discrepancies are many. To some extent the discrepancy is a matter of tradition. The public feels comfortable with, and expects the learning of knowledge from the disciplines (Gallup, 1978). State and local social studies requirements reflect these expectations by mandating subject matter secondary courses such as history, geography, and government. Social studies teachers themselves contribute to the perpetuation of single-subject courses because their own preparation is in the disciplines. Teachers feel more comfortable teaching a discipline than attempting to integrate from fields with which they are not familiar. Most social studies teachers have history as their primary academic background and therefore feel most comfortable in history courses.

The "new social studies" movement failed to reach its objectives because it proposed teaching methods with which teachers were unfamiliar. Teachers have been taught by lecture and discussion, not by inquiry. Not only were teachers inadequately prepared to use these techniques but also unwilling to do so in schools in which their own status and security rests with tight classroom management. Teachers perceived no professional gains for innovation. Curriculum developers failed to consider the realities of the classroom in their fervor to improve pedagogy.

The differences between theory and practice serve to underscore the needed changes in the social studies. Below are some suggestions of areas in which improvement could be made. The social studies needs to change.

1) There needs to be a clarification regarding the nature of citizenship education and the goals of the social studies.
2) State and local social studies mandates need to be re-written to reflect the integrative, interdisciplinary nature of the social studies.

3) Social studies teacher education needs to be revised on both the pre-service and in-service levels. Teachers' educational experience should include the integration of knowledge, skills, and attitudes from a number of disciplines and techniques to effectively teach students.

4) Teachers need curriculum materials that help them integrate knowledge, provide a global perspective, stimulate higher cognitive skills, provide a basis for values discussions, and promote activities in the real world.

The educational institution, however, is slow to change. For the most part, schools tend to follow where the society leads, and when conflicting forces in the society make contradictory demands, the process of educational change simply halts. At the moment the hope to improve citizenship education and social studies instruction does not lie with far reaching efforts to accomplish the above goals, but rather with more modest strides to capitalize on the progress that has already been made.

Publishers, teacher educators, state departments of education, professional associations, and agencies like AIT can all contribute to furthering progress by continuing their efforts to improve teaching techniques and materials. In particular AIT can increase its efforts to provide interesting audiovisual materials that will help teachers address the problem of student interest by relating social studies content to the real life experiences of adolescents. To be effective these *materials must be designed with careful consideration of the teachers who will use them.* For example, materials that integrate knowledge from a variety of disciplines, address problems of values, promote the use of higher

cognitive skills, or stimulate values discussion must be accompanied by teacher materials that will encourage and assist teachers in developing their own skills along these lines. The materials must complement both content and teaching style while stimulating new approaches.

Audiovisual materials should focus on problem areas that have not been effectively addressed by textbooks. Textbooks are very effective means for outlining knowledge of factual materials or focusing on skills such as map reading or graph interpretation and not very effective in dealing with topics indepth or highlighting social or humanistic concerns. Nor have textbooks been the best sources for promoting higher cognitive intellectual skills or stimulating affective development. Audiovisual materials should focus on indepth treatments of sensitive topics that stimulate intellectual and affective discussion.

New audiovisual materials in social studies need to address the problem of student interest by providing stimulating materials that capture students' imaginations by dealing indepth with social issues. These materials need to reflect carefully upon the social and humanistic concerns raised by the issue, challenging students to think about, and discuss issues from intellectual and affective perspectives. Finally, the materials need to be readily transferable to the daily lives of students.

Trends in the social studies point to renewed concern for traditional topics such as history, government and geography. Students are more likely to be taking social studies courses in grades 7-9 than in grades 10-12, yet there are fewer recent film/video releases aimed specifically at junior high school audiences than at senior high school. In grades 7-9 there are no recent film/video releases in American history, one in

geography, one in government, and four in world history/world cultures. The need in secondary social studies is for new film/video materials that are aimed specifically at a junior high school audience and that could be used in American history, government, or geography classes.

AIT could make a substantial contribution to improving social studies instruction by providing for grades 7-9, new materials appropriate for American history, government, or geography classes. These materials should be indepth treatments of topics to stimulate both affective and cognitive development. Although designed to fit into specific discipline-oriented courses, the materials should integrate knowledge from all areas (e.g., history, biology, philosophy, and psychology) that are relevant to an issue such as ecology or energy. In addition these materials should be designed with the teacher in mind and should provide both helpful and stimulating teacher materials to promote teacher growth and interest and insure teacher acceptance. New materials that are appropriate for junior high school history, government, or geography classes and that integrate knowledge and skills across many disciplines, address the problems of values, and provide intellectual and affective stimulation to students and teachers may take the social studies one step closer to preparing citizens for the future.

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